



# Reading In Action at Woodlands Academy

## **The Teaching and Learning of Reading at Woodlands Academy of Learning**

***The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities.  
(Reading by the Age of 6)***

### **Intent**

At Woodlands Academy of Learning, we believe that every child has the ability to read. We expect to confidently achieve this goal as well as meeting 'Every Child a Reader' standard, year on year. We aim to be a school that ensures that all of our pupils have the chance to follow an enriching curriculum by getting them reading early: learning to read → reading to learn. All of this is underpinned by the teaching and learning strategies put forth by Rosenshine (2020).

Rosenshine's (2012) '17 Principles of Effective Instruction' (p.19):

1. *Begin a lesson with a short review of previous learning.*
2. *Present new material in small steps with student practice after each step.*
3. *Limit the amount of material students receive at one time.*
4. *Give clear and detailed instructions and explanations.*
5. *Ask a large number of questions and check for understanding.*
6. *Provide a high level of active practice for all students.*
7. *Guide students as they begin to practice.*
8. *Think aloud and model steps.*
9. *Provide models of worked-out problems.*
10. *Ask students to explain what they have learned.*
11. *Check the responses of all students.*
12. *Provide systematic feedback and corrections.*
13. *Use more time to provide explanations.*
14. *Provide many examples.*
15. *Reteach material when necessary.*
16. *Prepare students for independent practice.*
17. *Monitor students when they begin independent practice.'*

We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through support programmes in school and external help will be sought where necessary.

***Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all.***

***(Children's and Young People's Reading in 2015, National Literacy Trust, 2016)***

The teaching of reading forms part of our English Curriculum. We aim to promote high standards of reading through clear progressive planning and text choices for subjects across the curriculum, combined with effective teaching, which demonstrates to our children that reading is an essential life skill that enables them to access to the experiences of people from different cultures and time periods. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read. Meek (1983) believes that, 'Readers are made when they discover the activity is worth it.'

***If you don't have the time to read, you don't have the time (or the tools) to write. Simple as that. (Stephen King)***

We aim for our pupils to become lifelong readers and use a balanced mix of approaches to ensure that they achieve the skills required and develop their confidence to promote a love of literature and language. Our overarching aim is to promote high standards of reading by developing their love of reading through widespread reading for enjoyment. We aim to ensure that all pupils:

- ✓ read easily, fluently and with good understanding
- ✓ develop the habit of reading widely and often, for both pleasure and information
- ✓ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ✓ appreciate our rich and varied literary heritage
- ✓ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ✓ are competent in the arts of speaking and listening, participating in debate and drama activities

It is our goal that by the end of their primary education all pupils at Woodlands Academy of Learning are able to read fluently and with confidence in any subject.

### **Reading Culture**

Developing a culture of reading at Woodlands Academy of Learning is fundamental to the progression of the children not only in reading but across all other subjects. We understand

the important role that the physical environment, including the library, book area and displays, can play in teaching children to be readers. Book areas must be inviting. Displays of books and resources should be attractive, regularly updated and featured across the school.

## Implementation

### **In classrooms teachers will give books and reading high value by...**

- Ensuring that the classroom has a well-designed and looked after book corner with a range of organised fiction and non-fiction texts, as well as texts linked to current class topics. The books will be arranged in baskets based on their genre or author, enabling children to make selections easily based on their targets or preferences.
- Ensuring that modelling of reading aloud of aspirational and engaging texts happens every day through RAID, story time, DIVE, English and accessing texts to inform research in the foundation subjects.
- Providing pupils with regular opportunities to visit our school library and choose books from it to take home and read independently.
- Making well informed recommendations to pupils in their class of quality books or authors which match their interests.
- Creating reading displays in the learning room.
- Teaching children to use books as an important tool for research in subjects across the curriculum.

### **Content of Reading Display in Learning Rooms:**

- Domain posters
- RAID Posters
- DIVE posters
- Interesting vocabulary that has been collected from the text.
- Daily Reading Record Poster
- Working Wall Posters
- 'What we have read' display – copy of the front cover of the books that have been read in the year group displayed along a tree or vine.
- Display on the door showing the text class text.

### **The school will create an environment to promote a culture of reading by...**

- Exhibiting displays around school to promote reading.
- Keeping a well-stocked school library with quality, engaging texts covering a range of topics and including titles and authors that have been chosen by the children.

- Taking part in events to promote reading: World Book Day, World Poetry Day, Author days, Explore and Discovery Weeks.
- Promoting reading at home and incentives for children to read regularly out of school.
- Nurturing reading leaders.

### **Reading Leaders**

Another key aspect of encouraging and developing the multi facets needed for successful reading is the working alongside peers, which has proven to be successful amongst our children. Ten year six children will be chosen and trained to work alongside targeted children from across the school, every six weeks. Class teachers will be asked to choose children from their class who they feel will benefit from working alongside our 'Reading Leaders'. The tasks that will be covered will involve playing a variety of specially chosen games, discussing texts read over the week and asking questions specifically chosen to enhance and/or deepen understanding of the text currently being read. It is envisaged that there will be at least one session per week taking place where the reading leaders and targeted children will work 1:1. Reading Leaders will keep individual records, which will be shared and discussed with the lead for reading and class teacher.

### **Planning**

- The aim of each reading unit is to excite and hook our learners so that they enjoy reading.
- We follow Woodlands Curriculum Map and the 2014 English National Curriculum for learning objectives. However, this is balanced with identified needs of the children and closing the gap.
- Plans for Reading to be completed for each unit through PowerPoints and stored on the school shared platform
- Each reading lesson and activity to have a WALT, WILF and set of key questions specifically tailored to meet the needs of basic, advanced and deep learners **with mild, hot and spicy challenges.**
- **Every lesson should specifically teach at least one content domain. This content domain should be clearly identified/labelled next to the WALT.**
- **All of the content domains should be taught every half term. In Key Stage 1, there should be a particular emphasis on retrieval. In Key Stage 2, there should be a particular emphasis on inference.**
- Each lesson should build on the previous. Each child is embarking on a learning journey.
- The text lies at the heart of everything we do and every activity should always reference the focus text. Every reading task and question should be related to the focus text but comparisons should be made to other similar and dissimilar texts. **At least six poems should be studied across the year (one per half term).**

- Children must be exposed to a range of different question types, styles and layouts, enabling them to respond and share their ideas in different ways, including, multiple choice, match, find and copy, short response, extended response, number/sequence given statements.
- Children must be given the opportunity to partake in class discussions about the text and to annotate (mark make) directly onto the text with the responses shared. The annotated text may provide evidence of the lesson and can also be used as a scaffold to respond to questions provided or complete a written or oral task.
- Children will be explicitly taught how to annotate/mark-make on the text for different purposes.
- Answers to the questions provided will be discussed as a class or group and children will be then given the opportunity to self-mark/self-correct their work using a green pen.

### Phonics

- RWI is undertaken in small ability groups across YR, KS1 and lower KS2.
- Fresh Start is being used where appropriate in UKS2.
- Letters and Sounds is undertaken daily in Nursery, when children are ready, they move onto RWI.
- The Woodlands formula for teaching Phonics should be followed by all group leaders to ensure consistency.
- Get Writing books can be used to aid planning but teachers should adjust where necessary to ensure the needs of all children are met.
- Children to be taught the skills to read books with pace, fluency and expression.
- In Reception and Y1 children to be taught to decode and read both Standard English and pseudo words.
- Additional sounds not covered by RWI should be taught using Letters and Sounds in Y1.
- In Reception, children should begin to be taught to read multisyllabic words. This should continue throughout Y1.
- Children to be given daily opportunities to apply their grapheme/phoneme correspondences (GPCs) through spelling.
- Children must be taught to spell multisyllabic words in Y1.
- Spelling rules taken from the National Curriculum must be taught through RWI.
- In EYFS exercises specifically designed to build up muscles for writing to be undertaken daily as a precursor to writing e.g. Penpals gym, busy fingers, dough disco.
- Children's phonic knowledge is assessed each half term and regrouped accordingly. Children at risk of not achieving ARE in phonics should be identified and interventions planned. Interventions for identified children should take place daily.
- Phonics should be revised daily through continuous provision:

- ‘Ready Readers’ takes place daily in Y1. Children read a combination of real and nonsense words in mixed ability pairs.
- EYFS – phonics opportunities are provided daily through learning labs.
- RWI should continue in Y2 until children can read grey books fluently – 100 words per minute. Children should then focus on the skills required to answer the SATs reading paper.
- Phonics starters will be used throughout Key Stage 2 to keep the skills simmering.

### **Teaching the Reading Curriculum**

We understand that reading is a multifaceted process involving word recognition, comprehension, fluency and motivation. As teachers we strive to equip our children with the necessary skills to ensure they integrate these facets to make meaning from print. We use every opportunity the curriculum offers to teach children to become life-long readers. The most effective way of developing children’s love of reading is through organising units of lessons around motivating books and texts. We use good quality texts that provides opportunities for our children to become engaged in their work across the curriculum. Our quality-text-based, whole-class teaching approach provides opportunities for learning and reinforcing:

- ✓ Word reading – as children encounter unfamiliar words
- ✓ Grammar and punctuation – through seeing them in context and considering how they are employed for effect
- ✓ Comprehension – through listening to, reading, and discussing challenging texts
- ✓ Vocabulary and spelling – by encountering new language
- ✓ Spoken language through participating in discussions about books, learning from specific language modelled by the teacher and also that of their peers
- ✓ Writing (both transcription and composition)

We study whole texts in lessons in order to develop children’s love of reading by giving them the opportunity to read and listen to texts and authors and encounter new or unfamiliar genres. Every lesson must have clear objectives, teachers must also be confident to deviate from their planning if they sense that the level of challenge is not right or to explore a specific aspect of the text. There is not just one way of structuring an effective lesson; the teaching should be driven by what is to be learned.

Our reading curriculum also takes into account the wide variety of forms of reading, now universally valued as essential tools for the 21st Century, including digital, online and moving image media.

### **Talk in Every Lesson**

Exploratory talk will be used in every lesson to engage with the learning objective. It will be used to strengthen and deepen children’s understanding of their learning, enabling them to explore the knowledge before they present to the class or complete a written task.

Presentational talk tasks are used as an opportunity to assess children's understanding of the learning objective.

- Children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, whiteboard, thumbs-up. When sharing responses through a written form, a selection of pupils will be asked to also provide it verbally ("5, 4, 3, 2, 1, boards up." Teacher scans the responses provided. "Can someone tell me...?")
- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate ("I noticed a few people saying... Can anyone explain why this cannot be true?").
- Teachers will plan for some 'open' questions in every lesson.
- Teachers will plan for some 'why' questions in every lesson and ask the children to explain their ideas to the class.
- Teachers will provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Teachers will always hold back on providing any of the correct answers to a question until a number of children have given their idea:
  - Student provides idea.
  - Teacher repeats their idea to them ("So you are saying/you think...") and then praises them for contributing and asks if any other students have an idea.
- Knowledge organisers will be provided to support vocabulary acquisition.

### Reading Lesson Content and Structure

Reading is not just pronouncing written words with fluency; it is about knowing the relationship between word reading and language comprehension (DfES, 2006). Here at Woodlands, we teach our children to become successful and autonomous readers. Reading fluently and with understanding are vital skills that are needed to help our children achieve progress in all areas of the curriculum. We strive to ensure our children become avid and accomplished readers; focusing on always making sense from the start in order to cultivate an expectation that the words decoded always make sense. We will use a varied and wide range of quality texts that are appropriate to progressing pupils' reading from year one to year six and across the curriculum.



We need to ensure a balanced approach is taken in order for our children to become fluent in their reading but also have a good understanding of what they are reading. At Woodlands we use a number of approaches including: whole class teaching, a carousel of activities, group and individual reading and Reciprocal Reading - word/discussion/comprehension/questioning. It is expected that through these approaches we will develop a love of reading along with the necessary skills for comprehension.

Reading is an interactive process in which readers actively engage with texts, building their own understanding of the author's message. The meaning they make is at the heart of the reading process (Braunger and Lewis, 1998). However, as Pressley points out, although the development of comprehension is a widely agreed-upon goal of literacy instruction, it "rarely is offered as systematically as it could be" (1998, p. 222). Dowhower (1999) also expresses concern that discussions of text content and teaching of strategies to enhance comprehension have been rare in classrooms. Such strategies, Dowhower suggests, should include:

- Using prior knowledge
- Predicting
- Generating visual images
- Summarising
- Questioning
- Analysing text: grammar (or story structure) elements (including narrative story parts, such as character or events, as well as the ways that content-area texts are organised)
- Making inferences
- Distinguishing important information
- Making comparisons
- Monitoring, and learning to identify and correct misunderstandings in their comprehension

These strategies lie at the heart of our teaching and learning in RAID lessons at Woodlands Academy of Learning.

- Every lesson should specifically teach at least one content domain. This content domain should be clearly identified/labelled next to the WALT.
- All of the content domains should be taught every half term. In Key Stage 1, there should be a particular emphasis on retrieval. In Key Stage 2, there should be a particular emphasis on inference.
- Children must be exposed to a range of different question types, styles and layouts, enabling them to respond and share their ideas in different ways, including, multiple choice, match, find and copy, short response, extended response, number/sequence given statements.

- Children must be given the opportunity to partake in class discussions about the text and to annotate (mark make) directly onto the text with the responses shared. The annotated text may provide evidence of the lesson and can also be used as a scaffold to respond to questions provided or complete a written or oral task.
- Children will be explicitly taught how to annotate/mark-make on the text for different purposes.
- Answers to the questions provided will be discussed as a class or group and children will be then given the opportunity to self-mark/self-correct their work using a green pen.
- There will be a high focus on vocabulary acquisition with children being given the opportunity to discuss and compare the meaning of words and collect them to use in their own work.
- **Children will be taught to use PE (Point and Evidence) to respond to each short answer they provided. For extended response questions, where the evidence does not clearly prove the point, they will be taught to use PEE (Point Evidence Explain).**
- When identifying the meaning of unfamiliar words, children will be taught to use the strategy **EASE**.  
**Examples:** Look for examples surrounding the word which may give a clue to its meaning. What do they have in common with each other?  
**Antonyms:** Look for words which suggest an opposite meaning (e.g. 'but', 'however', 'alternatively', 'unlike'). If you know the meaning of the opposite word then you can work out the meaning of the unfamiliar word.  
**Synonyms:** Look for words which you know the meaning of. Could this word have a similar meaning?  
**Explanation:** Is there an explanation which provides the meaning of the word in the sentences before or after it?  
 Once they have attempted to identify the meaning from the text, they will then use a dictionary to check it.

### Reading Units

- RAID units usually cover half a term
- Each unit focuses on a core text
- Where possible texts link to history or geography topics

<b>Ingredients of the week to be taught and learned</b>	
Daily Reading Skills and Knowledge Lesson – Reading <b>RAID</b> ( <b>R</b> ead, <b>A</b> nalyse, <b>I</b> nfer and <b>D</b> ecipher): KS1: Two extended RAID lessons (one of which is exploring the text to link directly	<ul style="list-style-type: none"> <li>✓ Class Reader/Story Time (daily in KS1 and three times-a-week in KS2)</li> <li>✓ <b>DIVE</b> time (<b>D</b>elve, <b>I</b>magine, <b>V</b>isualise and <b>E</b>scape) – 20 minutes daily.</li> </ul>

<p>to the writing task) each week and three RAID starters.</p> <p>KS2: One extended English RAID lesson for one hour (exploring the focus text and linked directly to the writing task for the week) and four 30 minute lessons.</p>	
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### Suggested Timetable for English Learning in KS1

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Start of the Day. 20 minutes: <b>DIVE</b> time (Delve, Imagine, Visualise and Escape)</p> <p>1 hour Reading <b>RAID</b> (Read, Analyse, Infer and Decipher) lesson.</p> <p>P.M. Storytime</p>	<p>Start of the Day. 20 minutes: <b>DIVE</b> time (Delve, Imagine, Visualise and Escape)</p> <p>5 minute starter on a whiteboard Reading <b>RAID</b> (Read, Analyse, Infer and Decipher) lesson.</p> <p>P.M. Storytime</p>	<p>Start of the Day. 20 minutes: <b>DIVE</b> time (Delve, Imagine, Visualise and Escape)</p> <p>5 minute starter on a whiteboard Reading <b>RAID</b> (Read, Analyse, Infer and Decipher) lesson.</p> <p>P.M. Storytime</p>	<p>Start of the Day. 20 minutes: <b>DIVE</b> time (Delve, Imagine, Visualise and Escape)</p> <p>5 minute starter on a whiteboard Reading <b>RAID</b> (Read, Analyse, Infer and Decipher) lesson.</p> <p>P.M. Storytime</p>	<p>Start of the Day. 20 minutes: <b>DIVE</b> time (Delve, Imagine, Visualise and Escape)</p> <p>1 hour Reading <b>RAID</b> (Read, Analyse, Infer and Decipher) lesson.</p> <p>P.M. Storytime</p>

### Suggested Timetable for English Learning in KS2

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Start of the Day. 20 minutes: <b>DIVE</b> time (Delve, Imagine, Visualise and Escape)</p> <p>1 hour Reading <b>RAID</b> (Read, Analyse, Infer and</p>	<p>Start of the Day. 20 minutes: <b>DIVE</b> time (Delve, Imagine, Visualise and Escape)</p> <p>30 minutes Reading <b>RAID</b> (Read, Analyse, Infer and</p>	<p>Start of the Day. 20 minutes: <b>DIVE</b> time (Delve, Imagine, Visualise and Escape)</p> <p>30 minutes Reading <b>RAID</b> (Read, Analyse, Infer and</p>	<p>Start of the Day. 20 minutes: <b>DIVE</b> time (Delve, Imagine, Visualise and Escape)</p> <p>30 minutes Reading <b>RAID</b> (Read, Analyse, Infer and</p>	<p>Start of the Day. 20 minutes: <b>DIVE</b> time (Delve, Imagine, Visualise and Escape)</p> <p>30 minutes Reading <b>RAID</b> (Read, Analyse, Infer and</p>

Decipher) lesson.	Decipher) lesson.	Decipher) lesson.	Decipher) lesson.	Decipher) lesson.
P.M. Storytime		P.M. Storytime		P.M. Storytime

### Poetry

In order to develop our children's love of reading even further **we must teach poetry regularly following our Woodlands text map**. It is important that we expose pupils to a range of poetry through a variety of formal and informal ways, in order to develop an appreciation of the many forms of writing. We need to create a poetry friendly classroom and school that inspires, excites and enthuses children and celebrates the value of poetry and language. ([cipe.org.uk/powerofreading](http://cipe.org.uk/powerofreading))

*Michal Rosen, A Year with Poetry*, recommends making our classrooms 'poetry friendly' which can include any of the following:

- Reading poetry out loud to children as entertainment
- Making a poetry box, a poetry corner, a poetry shelf
- Encouraging children to choose their own poems to read and request
- Enabling the children to read (and record) favourite poems, to act them out, to make poem posters, to make their own anthologies, to make music, dance and mine triggered by poems

Poetry should be brought to life and the best way is to make sure Woodlands children hear poetry as often as possible; from a wide range of books and anthologies and from as many different voices as possible. To achieve this aim, children should play word games, explore wordplay and include song and rhythm games. We should be building poetry into every aspect of our curriculum and not just limiting it to the literacy curriculum.

#### **Our key aims:**

- Understand the relationship between learning poetry and recitation for audiences
- Understand the role of active teaching strategies – for example, role-play, DARTs (directed activities related to texts) and hot seating – in supporting pupils in learning poetry by heart
- Give our children an audience for their poetry using a variety of forms
- Appreciate that poetry supports reading, phonics and language development throughout the school

### **Reading Aloud**

Here at Woodlands, we read books together with the children in order to stimulate their early literacy on many levels. Children learn how to distinguish letters and notice the

differences between written and spoken language. Listening to stories benefits not only their written language skills, but also increases their phonological awareness and advances their oral language development. Children, who are read to, are more likely to have a broader vocabulary that will help give them a successful start at primary school (*Mol, 2010*).

Through story time and reading together we will ensure children improve their linguistic skills as well as learning how to identify the structure of sentences and stories, allowing them to develop a firmer grasp of storytelling. Children will also be able to build up the skills they will need to read independently (*Duursma, 2012*). Reading together with children develops book-related knowledge (such as recognising fictitious characters and irony) and stimulates the interest in and enjoyment of books.

Story time for Early Years and KS1 to be at least 10-minutes a day: children who are read to when they are young start collecting reading experiences that can lead to insight, reflection and empathy. In short, they contribute to the moral shaping of a reader. Research shows that children who read regularly know more about life, love, courage and conflict. Moreover, they are better at self-reflection than children who rarely read. (*Van Peperstraten, 2011*). Teachers should begin with **the texts named in our Woodlands text map. The stories have been carefully chosen to enable children to be exposed to vocabulary and subject matter that they will be learning about in future year groups.**

Story time for KS2 to be at least three 15-minute slots per week that is dedicated to the enjoyment of books, **drawing on the texts named in our Woodlands text map. The stories have been carefully chosen to enable children to be exposed to vocabulary and subject matter that they will be learning about in future year groups.** Revisiting stories regularly should also be promoted, especially as children see and hear them differently as they get become more accomplished readers. Reading together and telling stories is just as important as a child get older. It opens the way to books and stories that children cannot yet read on their own, or to stories they are unlikely to choose themselves. Being read to presents opportunities for a child to get in touch with demanding texts and unfamiliar worlds. This stimulates learning and encourages children to keep on reading independently and voluntarily. (*Stiftung Lesen, Study on Reading Aloud, 2011*)

We shall endeavour to provide shared contexts for rich, natural language development from Nursery through to year six. The ‘magic’ lies in the way stories potentially engage children’s hearts and minds, as people and as thinkers, with issues that are relevant, real and important to them. (*Wright, A. Storytelling with Children*) Stories may frequently contain some language structures and vocabulary that are beyond children’s current level of productive competence. However, this does not need to be a problem as long as we actively support children’s understanding in the way we read or tell the story, especially the first time. We can support children’s understanding of stories through:

- The way we use our voice – varying our intonation, pitch, tone, speed and volume to create interest and variety, and to express emotions such as delight, anger, surprise,

worry or fear. We can also use different voices to portray different characters, for example, a deep voice for Father Bear and a high-pitched voice for Baby Bear in the traditional Goldilocks story.

- Using facial expression – to enhance the way we express a range of emotions such as the examples given above.
- Using mime and gesture - to demonstrate the meaning of unfamiliar vocabulary e.g. the way the giant 'strode' across the room, or pretending to show the dinosaur's 'huge, sharp teeth' as if they are our own.
- Eliciting and asking questions – to encourage prediction, to check understanding of key moments in the story, and to personalise the story to the children's own lives and world.
- Using pauses – to create suspense, to encourage participation, and to give children thinking time in order to assimilate what the story is about.
- Using repetition – to reinforce key vocabulary and phrases, and to give children opportunities to listen to the language of the story more than once.
- Pointing to illustrations – to help children associate sounds, words and meanings, as well as make connections in the ways different elements in the story relate to each other.
- Maintaining eye contact – to ensure that all the children stay actively involved and focused as they listen to the story.

For us the 'magic of story time' provides a powerful vehicle for language learning throughout Woodlands, and the storytelling process enables us to maximise the benefits for all the children we teach. (*Wright, A. Storytelling with Children*)

### **Hearing Children Read**

Here at Woodlands we strive to ensure that all children are heard read by the class teacher at least once a fortnight. To achieve this aim there will be a dedicated 20-minute time slot (**DIVE** time - **D**elve, **I**mage, **V**isualise and **E**scape), each day, for hearing children read. Children should be grouped by reading age into no more than five groups for reading sessions. Outcomes from each session should be recorded in individual 'home readers.'

- Children read a structured scheme book or other book in addition to other reading material.
- TA/LSA/parent helper should be utilised in the hearing of children read at other times.

- Teachers monitor progress and provide guidance for learning and encouragement to work on reading targets – to be shared with TA/LSA.
- Reading Targets recorded when set and met.
- Planning to be annotated for each group session and kept in green folder.
- Every child to be heard read by a teacher at least once per fortnight – questioning/discussion key part.
- SEN children to be heard 3x per week (LSAs/TAs/Teacher/Volunteers).
- Class record updated daily to clearly indicate who has been heard read – staff member initials, show when they changed their book.
- Once a child has completed all of the books within their band, they should be assessed using the provided Bug Club tests. If they attain approximately 80% or more, they are then able to move on to the next stage within that book band or, alternatively, progress on to the next band.
- The focus is on depth rather than breadth. A child's understanding of the text must take priority over the speed of reading
- Reading diaries to be completed each time a child is heard read by the adult hearing that child read by adding in the date, title of the book, page numbers read and a signature from the adult. There is also space for a comment if necessary, both teachers and adults at home can add comments in the appropriate section of the reading diaries.

## **DIVE Time**

DIVE time consists of two activities: short one-to-one sessions with an adult and independent reading.

Every child will have a short one-to-one session with an adult three times a week, once a week or once a fortnight (depending upon their ability).

- Lowest 20% of the class = three times a week
- Working towards or just below the age-related expectation = once a week
- Working at the age-related expectation and working at greater depth within the age-related expectation = once a fortnight

Every child will have the opportunity to read independently in every DIVE session.

### One-to-One Session with Adult

The aim of the one-to-one session with an adult is the individual, tailor-made teaching of reading for meaning, in order to build each child's confidence.

A combination of both the class text and the child's home reader may be used for each session. However, the home reader should be the key focus as much of the timetable is already dedicated to immersion in the class text.

Structure of the session:

1. Teacher reads to the child in a manageable small chunk. Child then echoes the text (reads the same part back to them).

2. Teacher and child then discuss the meaning of the section that has just been read. If there is any vocabulary that they do not know, the teacher will tell them. The teacher may ask one or two questions about what has just been read before repeating the process.
3. Teacher records the date, title of the text, page number and a comment in the child's/teacher's reading record book.

### Independent Reading

A clear focus is allocated each session for children to complete when they are reading independently. The focus should be based around revisiting prior learning and/or the content domains for reading and clearly displayed throughout the session.

The children will respond to the focus through the use of mini whiteboards.

At the end of DIVE time, all children are asked to raise their whiteboards to allow the teacher to assess their responses. The teacher should then choose some children's responses to ask questions about (approximately two to three children). This encourages children to discuss their reading.

Ideas for DIVE time focus:

- How many adjectives can you find to describe the main character?
- How would you describe your main character?
- Write down ... facts about your main character.
- Describe the setting of your text. Use evidence from the text in your response.
- Choose one word that the author has used to describe the setting or character and explain why you believe they have chosen that word. Can you think of an alternative?
- Whose perspective/viewpoint has your book been written from?
- Is your text fiction or non-fiction? How do you know?
- List ... features that have been used in your text and explain why they have been used.
- How many verbs can you find on one page?
- Summarise what has happened so far in the text.
- Summarise what has happened so far in the text in no more than ten words.
- Predict what you think may happen next.
- If you could write a sequel to this book, what would happen?
- List the vocabulary from this text that you could use in your next piece of writing. Think about why you have chosen each word.
- How many words can you find with a ... suffix/prefix/sound?
- What are you enjoying about the book you are reading?
- If you could improve the book that you are reading, what would you do?
- What is the most important thing that you have learnt from your book?
- Find one word that you do not already know the meaning of. Use a dictionary to check the meaning and explain it in your own words.
- Can you find two synonyms within your text?
- Can you find two antonyms within your text?



- Can you find an example of... punctuation? How has it been used?
- Choose your favourite sentence and change it into your own words.
- Create your own sub-heading for each of the paragraphs on the page/s that you are reading.

### **Inclusion**

Subject: Reading			
<b>Universal strategies and approaches (Band 0)</b>			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<ul style="list-style-type: none"> <li>- Revision of previous learning daily – sling-shot approach.</li> <li>- Rehearse new skill using a whiteboard.</li> <li>- Different levels of challenge available for all – mild, hot and spicy.</li> <li>- Self-marking – creating own models.</li> <li>- Teacher live modelling on the board</li> <li>- Lots of opportunities to rehearse reading across the curriculum – see text map</li> <li>- Echo reading</li> <li>- Text tracking</li> <li>- Differentiated reading books</li> <li>- Different reading lessons – RAID (reading skills), DIVE (reading for pleasure), storytime.</li> </ul>	<ul style="list-style-type: none"> <li>- Partner talk.</li> <li>- Key vocabulary shared and discussed.</li> <li>- Working wall posters.</li> <li>- Whole school learning posters/whole school language – e.g. complex speed sounds chart in all classrooms.</li> <li>- Feedback to the class teacher in a variety of ways – e.g. hands-up, lollipop sticks, whiteboards.</li> <li>- Opportunities for talk.</li> <li>- Sentence stems in reading records.</li> <li>- Interaction with teacher through reading records.</li> <li>- High focus on nursery rhymes in EYFS and KS1 –</li> </ul>	<ul style="list-style-type: none"> <li>- Opportunities to work with a partner/group.</li> <li>- Pupil voice.</li> <li>- Rehearse new skill using a whiteboard.</li> <li>- Learning Journey pages in reading records - show children the full learning journey/the bigger picture – know what is coming</li> <li>- Empathy in inference content domain.</li> <li>- DIVE time one-to-one reading with an adult.</li> </ul>	<ul style="list-style-type: none"> <li>- Actions/role-play/drama story-telling.</li> <li>- Performing poetry.</li> </ul>

<ul style="list-style-type: none"> <li>- Storytime – teacher modelling.</li> <li>- High focus on nursery rhymes in EYFS and KS1 – vocabulary development</li> <li>- Picture books – discuss image first.</li> <li>- RWI</li> <li>- Range of reading materials in the book corner.</li> </ul>	<p>vocabulary development</p> <ul style="list-style-type: none"> <li>- Picture books – discuss image first.</li> <li>- Language rich environment.</li> </ul>		
<b>Reasonable Adjustments (LA and Environmental SEND) (Band 1)</b>			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<ul style="list-style-type: none"> <li>- Pre-teaching sessions/interventions.</li> <li>- Different ways to represent their work.</li> <li>- Extra time given to take into account different pace.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence stems</li> </ul>	<ul style="list-style-type: none"> <li>- Support from TA/LSA</li> </ul>	
<b>SEND School Based Support (Band 2-3)</b>			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<ul style="list-style-type: none"> <li>- Allow time for discussion with scribing as appropriate.</li> <li>- Scribing</li> <li>- Differentiated home learning.</li> <li>- Fresh start.</li> <li>- Toe-by-toe</li> </ul>		<ul style="list-style-type: none"> <li>- SEND nurture group.</li> <li>- Differentiated home learning – pitched so that some answers will always be correct to build confidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Scribing</li> <li>- Different colour paper.</li> <li>- Colour overlays.</li> <li>- Large font.</li> <li>- Colour of the text used on teaching slides</li> <li>- Background colour for teaching slides</li> <li>- Fidget toys.</li> <li>- Makaton</li> </ul>

SEND EHCP (Band 4)			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
- Scribing - Task slicing	- Verbal reminders - Timers	- Identified key adult for one-to-one support.	- Scribing - iPad provision - IDL programme - Environment lighting - Wobble cushion - Sensory stories

### **Assessment**

In order to arrive at a judgement in reading each teacher will use a range of assessments, as well as using the reading objectives for their year group. Each objective will need to be evidenced at least three times and recorded following the reading policy. Evidence of children reading aloud and answering questions about the text should be recorded in autumn, spring and summer. Key assessment tools include the following:

- RAID books from this academic year
- Reading videos (children reading aloud and children answering questions)
- Reading speed
- Reading ages
- Test results
- Highlighted reading journeys
- Teacher assessment for learning book
- Medium term plans
- Children's individual reading records

External moderation of teachers' assessments will take place in spring term.

We encourage our children to self-assess their learning and progress. Children should be encouraged to reflect on their learning using the WALTs and reading target sheet, which should be kept at the front of their green workbooks.

Every teacher has a green reading folder that contains the following documents: excel sheet to show progress in reading skills, data showing children's reading ages, speed reading sheet, speed reading data, assessment data including *ActiveLearn* (Bug Club results), common misconception word list, medium term plans, pupil target sheet, annotated

planning, Pupil Progress meeting minutes, moderation meeting minutes, Classroom Monitor data summary for every half term

- ✓ At the end of each academic year all data and summaries, Pupil Progress and moderation meeting minutes should be passed on to the next teacher
- ✓ Classroom Monitor data summaries for every half term and assessment results should be passed on to the next teacher

Every teacher has a record of Bug Club assessment results and up-to-date colour banding including interim stages – A, B, or C.

Every teacher should keep their Excel reading assessment grid up-to-date with reading speeds, reading ages, book bands, rag-rating against the moderation objectives and reading record targets. This should be saved on the shared area (planning drive) to enable all staff (including the reading lead) to access assessment information when needed.

### Feedback and Marking

Feedback is given in reading following school marking policy.

- ✓ Red pen is used for feedback.
- ✓ Spelling expectations need to remain high.
- ✓ Misspelt CEW words are indicated by highlighting in pink
- ✓ Higher ability in Reception onwards - great emphasis should be placed on CEW (List for each year group in green folder). These misspelt words should be indicated by a red line, depending upon previous teaching, ability and age of child – they should write the correct spelling above the misspelt word.
- ✓ Copied words that are spelt incorrectly are not acceptable (staff to use their discretion here based on their awareness of SEND needs)

Answers to the questions provided will be discussed as a class or group as part of the lesson and children will be then given the opportunity to self-mark/self-correct their work using a green pen.

### Using Reading Videos as Evidence for Assessment

Reading videos are one of our most important pieces of evidence to be used for assessment. They should be used to **reach** a summative judgement (not to prove a pre-existing judgement).

### Format

- Child reads a very short extract of the text that they are studying in class (between two and four sentences or a short paragraph – length dependent on the content of the text) and then the adult asks questions based on that very short extract. Child

then continues to read the next short section and then the adult asks questions based on that section.

- Be wary of the length of videos of child reading the text – choose length of extract carefully based on the child's ability.
- The adult who takes the children for their reading lessons should be the adult that asks the questions in the video. It is vital that it is a familiar adult that the child associates with their reading lessons.
- The teacher who is responsible for assessing the children and accountable for their progress should be the adult to prepare questions for the child to answer – even when children are taught as a separate group.
- When reading, please encourage younger and less able children in particular to follow the text with their finger. The child should be interacting with the text when they answer questions – they should be tracking, skimming and scanning for information. This is much easier when the questions are based on a small section that they have just read.
- Where children are still phonically decoding a sentence, show this first. This should then be followed by a sample of Echo reading. This should be used for the lowest 10% to support decoding and fluency.
- If a child is struggling, do not be afraid to scaffold them. It is not a test. Use questions to tease the level of detail from them that you need.
- Encourage children to answer in full sentences. For more able children encourage them to give more detailed answers using several sentences. This may be done by probing deeper into the text.

### Questions

- One bank of questions should be used for all ability groups to allow direct comparisons between answers to be made. Additional, differentiated questions may be included for children working at GDS (and potentially EXS) to demonstrate their full potential, though these could also be attempted by the lower ability children – if they are asked the question, then they will be at least thinking about the question even if they cannot construct an appropriate answer.
- There should be at least one question for every content domain 1a,1b,1c,1d,1e or 2a,2b,2c,2d,2e,2f,2g,2h (preferably more than one). Use Bloom's Taxonomy to carefully consider the type of answer that the child will be required to give.
- It is a good idea for the teacher to read the section of the text to which the question refers before asking the question or for older children to locate the area where the answer is to be found – let's turn to page 12 and look at the first paragraph. The clearer and more specific the question is, the more detailed the answer that the child gives will be – e.g.
- *Not clear: How does he feel here?*
- *Clear and specific: How do you think Romeo feels when the messenger tells him that the love of his life is dead? How would you feel?*

### Text

For the majority of children, the text from RAID lessons should be used. However, for the lowest 10%, based on their level of access to the class text, the home reader could be used instead if it is deemed more appropriate.

### Children

- Lowest 10% in the class, three EXS, three GDS (nine children in total per class).
- We should aim to use the same sample of children on each occasion, enabling us to clearly monitor and demonstrate progress across the year. However, children may need to be added if significant progress is made and the judgement has changed (e.g. additional EXS child as a previous EXS child has progressed to GDS).

### How Often?

- Three times each academic year: End of Autumn 2, End of Spring 2, End of Summer 2 (which forms the baseline for the following year).
- All staff should complete the videos at the same assessment points in the year (timetabled on calendar).

### Storing

All videos should be saved on the 'Media' drive under 'Reading Videos' so that they may be accessed by the reading lead and other members of staff. The videos should not be stored and shared on iPads.

### *Pupil Progress Meetings*

All staff complete assessments and analysis as timetabled and forwarded to all involved in monitoring pupil progress.

Staff to have responsibility for monitoring pupil progress and addressing any issues through intervention to ensure that all children meet the required expectation.

Pupil progress meetings take place at the beginning of each half term with leads responsible for monitoring pupil progress.

Staff come along with all their assessments, identified target children for the next half term and a plan of interventions, plus impact of interventions on previous target children – progress made

### **Celebrating Reading**

Involving the school community in special events to raise the profile of reading and engage children is important to Woodlands.

- We take every opportunity to talk with enthusiasm about reading and sharing examples of good books.
- Our children are given the opportunity to recommend books they have read to their peers, whether as a written exercise or orally, and give their views.
- We hold assemblies and special events, such as World Book Day, National Poetry Day and key writers' birthdays in order to promote reading and enthuse children.
- Once a term we select one child from each class to receive a star reader award where they are rewarded with not only a certificate detailing why they have been chosen but also with a hard copy of the text being studied in class to enjoy and keep for themselves.

### **Engaging Parents**

We aim to ensure the culture of reading developed in school extends into the home.

- Parents are invited into school to provide opportunities to talk about the importance of reading with children at home.
- Printed child-friendly targets are shared with parents through each child's home reading record to engage them with their child's progress, as well as providing each pupil with a clear aim.
- When our new reading records were launched, our children created a video guide on how to use the new reading record. This is shared with parents on our school website.

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